



SES Provider FAQs

1. What does SES mean for providers?

The supplemental educational services (SES) provision gives providers an opportunity to offer low-income children, who are enrolled in eligible Title 1 schools, extra academic help and individual instruction. Through SES, innovative leaders and educators can start a new tutoring program or expand an existing one to serve more students.

Providers can find out whether schools in Indiana are required to offer SES by checking Indiana Department of Education's website <http://mustang.doe.state.in.us/dg/ses/welcome.html>. Click on an Indiana county to find the county's list of Title I schools that must offer SES.

For more information about what it takes to become a successful SES provider, check out *The Providers' Toolkit for Supplemental Educational Services* at <http://www.tutorsforkids.org/ToolkitDownload.asp>. The SES Quality Center (not affiliated with the Indiana Department of Education) developed this *Toolkit* to offer potential or current SES providers practical, step-by-step tips, tools and resources on designing, delivering, marketing, managing, and evaluating an SES program.

2. When and Where May Services be Offered?

Approved providers may offer students extra academic help anytime outside of the regular school day. After school is the most common time for SES to be offered, but it could also take place before school, on weekends, or during the summer.

Providers may offer services in a variety of settings:

- Schools.*
- Public libraries.
- Provider offices.
- Family homes.
- Community centers.
- Places of worship.

*Providers should contact the districts with whom they will be working to determine if school sites are available.

3. What happens once a provider is approved by the state?

States provide information about approved providers to districts. This information includes the provider's subject areas, grade levels, tutor qualifications, evidence of effectiveness, the provider's ability to serve students with disabilities or students who are English language learners, and where and when services are offered. Districts are then responsible for identifying eligible students and giving their families information about the providers.

Families will receive information from districts describing how to select a provider and giving deadlines for signing up for services. When possible, districts need to make sure that this information is in language(s) local families understand. If a family asks for assistance, the district must help the family choose a provider.

4. How can providers help inform families about SES and encourage them to sign up?

Providers can develop clear, easy-to-read information about their services and send copies to states and districts. Providers should work with the district and schools to get this information to parents. For example, providers can participate in provider fairs hosted by schools and districts so that families can learn about SES, meet potential providers, and sign up for services.

Providers can also focus on reaching out to families at places they visit often, such as:

- Community centers.
- Places of worship.
- Grocery stores.
- Bus or subway stops.
- Beauty salons and barbershops.

Providers may be able to place newspaper ads, send postcards to all families in the area, or appear on local radio or TV talk shows.

5. What happens once a family chooses an SES provider?

Once a family chooses a provider, the provider, the school and the district meet with the parents to agree on performance goals for the child and a schedule for services. Typically, the provider or the district sets up this meeting. A provider is required to monitor each student's progress toward these goals and regularly communicate with the student's family, school, and district about the student's progress.

6. How are providers paid?

School districts pay for provider tutoring using Title 1, Part A funds. Providers are required to include information about the cost of their services when applying for state approval. When a family chooses a provider, the school district enters into a contract with the provider. These contracts often include agreements about the schedule for services, payment, and the cost of services (the same as the amount indicated on the provider's state application). The contract may also include criteria for monitoring provider effectiveness (see: *How are providers monitored?*).

7. How are providers monitored?

Indiana Department of Education's Monitoring of Providers

The U.S. Department of Education requires that each state monitor and evaluate the effectiveness of its providers. IDOE completes an on-site monitoring visit to each SES provider at least once per year. Providers are rated on observed lesson quality, teacher qualifications, time students spend on task, and student/instructor ratio. Providers are also asked to submit compliance documentation including information regarding criminal background checks, health and safety policies, lesson plans, progress reporting, and financial viability.

In addition, Indiana completes an overall evaluation of all SES providers. The overall report evaluates SES providers in terms of service delivery (based on-site visits and principal, district & parent surveys), customer service (based on parent, principal and district surveys), and academic effectiveness (based on provider pre- and post- assessments, completion data, student attendance, percentage of students meeting goals, and ISTEP+).